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Once a course is selected, the course menu will be displayed along the left of the page window. This menu organizes course information in a convenient location. The menus of Slate courses are a student's gateway to course-specific tools such as tasks, groups, grades and interactive tools. These tools allow Blackboard to transform a traditional classroom environment into a working virtual one. It is a unique stop for homework, testing, extra-credit and any other material assigned by a teacher. There will be instructions listed at the top of the page, as well as the due date and the number of possible points. If the assignment is timed, a student's countdown begins once the test is clicked. Answers can often be saved after each question or at the end of a page. Once a task is opened and answered, a copy must be saved and sent, which may result in a load of the saved copy. Along with tasks, instructors have the ability to create groups within a class. This tool is blackboard mode to simulate group work. Students can be sidelined on separate workstations to share information and complete tasks. Instead of working alone, this tool gives students the opportunity to participate in group work. Individual groups are often supplied with the same tools used by the class as a whole. Groups can have their own tasks, blogs, magazines and discussion tables. Slate blogs are a form of virtual conversation that takes place mainly in groups of courses. Blogs are a conversation tool that is more private than news table posts, but more public than magazines. They are usually specific to a class group. Allowing only members of the group to post and comment within the blog. They are often used to facilitate conversation and participation among group members. This is the most private communication vehicle offered by the board. Journals are often personal conversations between a single student and the teacher. However, they can also be private conversations between a class group and the teacher. Newspapers are blackboard's closest attempt to recreate the private conversation. If magazines are the most intimate whiteboard in communication, wikis are the most public. This is the only form of slate communication that should not belong to a specific student or group. Wikis are usually open to an entire class. Any student has the ability to create a wiki page and any student within the class has the ability to edit or add it. Wiki pages create a space in which students can enter and organize information according to the context or topic of research. Blogs are a virtual attempt at chronological conversation. Forums of the Board of are a virtual version of class discussion. The forums highlight specific topics that are important for the material of a class. Through threads and responses, an entire class can share personal opinions and information about default default topics Course. Each instructor keeps his/her students to certain expectations. The online classroom is no exception. Students are expected to have pre-existing experience with many of the technological features involved. These characteristics are critical to a student's success in an online environment. However, they are rarely given class time for explanation. Virtual communication and research tools are the most important to become familiar. Knowing how to operate a chat room, download attachments and locate quality information is essential for any online student. The success of students stems from being socially present in a class. Despite the absence of a physical classroom, the board gives students the opportunity to recognize themselves socially. By creating a whiteboard profile, students are helping to create an online representation of themselves. This profile will attach a face to student sites. It will also allow students to share selected personal and class information. Student profiles are much more than a way to meet classmates. They help students establish a social identity. When combined with frequent participation, recognizable faces and shared personal experiences help students stay engaged with their courses. Communication is essential for any classroom environment. The absence of a traditional classroom challenges many students with a physical communication barrier. Context and social signals are difficult to follow or may appear absent from virtual conversations. Being socially present and prepared is not enough to ensure a student's commitment and success within an online course. Students must learn to be effective online communicators. Online communication is governed by a set of rules that impose Internet etiquette standards. These rules, known as netiquette, emphasize reflection, brevity and clarity. The most important rule of netiquette is never to be a passive communicator. Students must participate in conversations with oral responses that demonstrate some effort and reflection. Antagonizing or loudly criticizing responses are never allowed in traditional settings. Nor are they allowed in virtuals. These answers are known as flaming. The students who use them are sure to isolate themselves within a class. Practically shouting or communicating in all capital letters also harms a student's online presence. Netiquette emphasizes brevity and clarity in the name of reducing student headaches. Nobody likes to look at a screen for hours deciphering virtual messages. Prose execution and intricate clauses were not developed for online communication. Students' responses and thematic lines must be kept short and Arguments and ideas should be broken as individual points. Using a blank line instead of an indentation to separate paragraphs will help students set an easy-to-follow list format. Thayer Allyson Gowdy The writing is on the wall: Blackboards aren't just for the school house. Learn how to make your own items you already have around the house. Open educational resources – textbooks, curri <1> syllabuses, video conferences and much more that are usually published online under a Creative Commons license to share and reuse freely – have been at the forefront of the movement for the innovation of higher education. They are a key part of the Obama administration's national educational technology plan; In January, the Ed Department created a \$2 billion grant program to fund open community college textbooks and other materials. Even after creators are compensated, open materials typically cost about 80% less than traditional textbooks, which students spend nearly \$1,000 a year. Now, some of the biggest nonprofit education moustaches are jumping on the open bandwagon. At EDUCAUSE, one of the largest ed-tech conferences and fairs, last week, Pearson, the largest textbook publisher, announced that they are launching something called OpenClass, described as a cloud-based and self-service learning management (LMS) system, compatible with Google Apps for Education and available in the Google Apps store. , a place to find the curriculum and perhaps complete tasks; the most complete LMS allows the teaching of online classes. OpenClass is completely free to use without licenses, hardware or hosting fees. However, although they are using the term open, pearson materials more compatible with the platform will remain copyrighted and paid for use. Meanwhile Blackboard, the market leader LMS, which has a similar free cloud-based service alongside its paid services, announced that it is becoming open-educational-resource-friendly, making it easier for educators who use its free platform to publish resources they create under Creative Commons license, and to allow universities to more easily grant access to their learning platforms to unenrolled students. These ads have the ed-tech blogosphere looking for a free gift horse in your mouth. There have been accusations of opening washing. You keep using that word... I don't think it means what you think it means. On the one hand, it's great that these great educational managers, partly dismented by the example of Google's free education apps, are bending to the power of the concept of open and free exchange of educational resources for the future of education: collaborative, peer-based, puppies, kittens and ice cream for all. On the other hand, especially for institutions that want to pursue a strategy of increasing openness as part of their public mission, it would not be better to migrate to an open source LMS such as Moodle or Sakai than a version for Pearson, whose main business is the sale of copyrighted resources, or Blackboard, whose money comes from fees for services and licenses? What is being lost here is the power of free for the benefit not only of institutions, but also of students. On the other hand, it is only rational for these companies to pursue strategies to stay sustainable in a rapidly changing market, both holding on to their old closed businesses (buying a printed, copyrighted textbook from Pearson here) and trying to create platforms. And OER advocates should also try multiple strategies to stay sustainable, whether as profitable businesses, consumers of government funding, or as nonprofits. [Picture: Flickr user philip.bitnar] philip.bitnar]

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